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ABSTRACT

This is an evaluation of a Title VII bilingual education project, the Native Language Reading Approach, conducted in the New York City Schools in 1979-80. The program was designed to serve as an exemplary reading and native language arts project in elementary schools for a largely Hispanic student population, but also served speakers of Italian, Greek, Creole/French, and Chinese. Contained in the report is information regarding: (1) program and school sites; (2) site selection; (3) student eligibility criteria; (4) characteristics of the target population; (5) program staffing; (6) program implementation; (7) instructional approach; (8) materials development and dissemination; (9) staff development; and (10) parental involvement. The evaluation concludes with a discussion of the benefits and drawbacks of the project, and some recommendations to improve implementation. (APM)

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JUN 23 1981

FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007904168

Project Number: 5001-42-07655

THE NATIVE LANGUAGE READING APPROACH

TRAINING PROGRAM

1979-1980

Center Director:
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Project Director:
Lisandro Garcia-Marchi

Prepared By The

BILINGUAL EDUCATION EVALUATION UNIT

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The Native Language Reading Approach Training Program

New York City Public Schools
Office of Bilingual Education

Central Office: Center for Staff Development, Supportive and Instructional Services
131 Livingston Street, 5th Floor
Brooklyn, New York 11201

Center Director: Angela Rosario Bazley

Project Director: Lisandro Garcia-Marchi

Participating Districts: 6

Number of Sites: 6

Target Languages: Spanish, French/Haitian Creole, Italian, Greek

Target Population: Approximately 2,700

Year of Funding: First Year of a Three Year Cycle

Introduction: Summary Description

The Native Language Reading Approach Training Program was developed to serve as an exemplary reading and native language arts program in elementary schools. Approximately 30% of the students in New York City schools come from environments in which the dominant language is other than English. While most of these students are Hispanic, they include speakers of Creole/French, Italian, Greek and Chinese, as well as others. The is no other city-wide program specifically designed to focus exclusively on the improvement of reading skills and methodologies in the native language as a part of a bilingual approach, despite the fact that research has shown that many children funtion best in their overall educational development when their native

language skills are utilized and cultivated.

In response to these concerns, the Native Language Reading Approach Program was developed to train teachers in the methodologies and techniques of teaching native language reading skills to students of limited English-speaking ability. The program was designed to promote research, development and dissemination of innovative practices, procedures and techniques in the teaching of reading in the native language. Teacher training workshops geared to the elementary level were conducted centrally and in schools where in-service assistance was also offered. Workshops were offered to parents in teaching reading skills. Native language materials were developed and/or purchased for distribution at the sites. While most were for teachers, information was also disseminated to parents.

Participating Program Sites

The program has central offices at the Office of Bilingual Education of the New York City Public Schools, at 131 Livingston Street, in Brooklyn. In addition, six districts were selected for participation. These were Districts 6, 17, 24, 28, 30, and 32.

Site Characteristics. The program sites vary considerably in their characteristics, as described below.

Community School District 6 consists of economically mixed, multi-cultural and multi-ethnic populations, including Russian, Koreans, Chinese, Greeks, and Hispanics. Spanish-speaking and Black residents predominate. A great portion of Spanish-speaking students are from the Dominican Republic, Puerto Rico, and Cuba, in that order.

The quality of the Hispanic children's education varies from little or no formal education to educational experience superior to that of this country.

Community School District 17 is located in the Crown Heights section of Brooklyn, a lower-income area populated by Hispanic, Haitian, American Black and Jewish families. More that 7,00 children (about 25%) of the district population come from homes where the dominant languages are Spanish and French and/or Haitian Creole. Of these, 1,243 children have been identified as French and/or Haitian Creole dominant and in need of bilingual instruction.

Community School District 24 has experienced the largest growth in pupil population of any of the 32 school districts since 1970. A diverse area of primarily upper working class families, the district has seen growth of the percentage of Spanish surnamed and Oriental students. In the area around the school being served, however, many families of Italian as well as Hispanic descent are represented.

Community School District 28 is located in Queens, and is comprised of upper lower class and middle class families. Of almost 23,000 pupils about 3,700 are Hispanics and almost 1,300 are Oriental. There has been a steady increase in the number of Hispanic students, many of whom come directly from Latin American countries, speaking little or no English.

Community School District 30, like District 28, is made up largely of mixed upper lower-income and middle-income families. Of over 23,000 students in the district, 3,650 are Hispanic. Of these about 2,000 are LEP. The Greek school-aged population of the district is 2,500, of whom 1,400 are limited English speaking.

Community School District 32 is a district whose school aged population is largely Black and Hispanic. It is an area of Brooklyn characterized by low income families and urban decay. The target population consists largely of Puerto Rican Students.

Participating School Sites

One public school in each district was chosen to participate in the Native Language Reading Approach Program. No non-public schools chose to participate. Table I, which follows, presents information on the targeted school districts, schools, number of eligible students, and the language group(s) being served.

Table I

Native Language Reading Approach Training Program

Participating Site Characteristics

Community School District	School	Total Number of Students	Limited English Speaking	Native Language	Participating Tax Levy Staff at Each Site: Teachers	Paras
6	P.S. 189M	1621	878	Spanish	6	
17	P.S. 189K	1150	600	French	5	1
24*	P.S. 81Q	1135	246	Italian		
28*	P.S. 82Q	428	296	Spanish		
30	P.S. 166Q	1053	237	Greek	2	1
32*	P.S. 274K	1400	987	Spanish		

*Sites not visited in 1979-80 (see Program Implementation).

Rationale For Site Selection

A needs assessment was carried out as part of the process of proposal development which was designed to identify major language groups and areas of need.

All the areas selected had concentrations of limited English proficient students, many or most of whom were Title I eligible. Initial contact was then made with districts which were interested in this approach. Priority was given to those districts that showed commitment to the program in terms of tax levy positions and support for the program. In addition, districts that needed to strengthen their programs of teaching reading in the native language were highly considered. Finally, the sites had to have representation of the various linguistic populations which the program proposed to serve.

Participating classes were selected following meetings between Native Language Reading Approach staff and the principal and teachers at each site. Teachers were invited to participate, and those who volunteered were accepted.

Student Eligibility Criteria

Eligibility criteria for participation in the program varied somewhat, as each district has its own criteria. Criteria include a score at or below the 20th percentile on the Language Assessment Battery, parental consent, teacher and/or counselor jugement. All students were participating in bilingual programs at each site prior to the inception of the Native Language Reading Approach Program.

Characteristics of the Target Populations

According to the project director, the majority of the students served are immigrants, born outside the United States. They are of varying educational backgrounds and strengths. The Hispanic students tend to be literate in their native language, although a range of abilities is represented. The Haitians, on the other hand, speak Creole as a first language, and largely do not read French, which is the language of literacy in Haiti. The Greek students have well-developed literacy skills, while the educational experiences of the Italian students are more varied.

While the target population was 2,700 students at the six program sites, the actual number of students served depended on the number of teachers (classes) participating at each site.

Program Staffing

As proposed, central staff members are to provide services to the sites, both centrally and in the participating schools. Paraprofessionals paid by Title VII are to support the instructional process on-site. The Title VII staff positions and responsibilities are as follows:

Position	Responsibilities
1) Project Director	Supervises all pedagogical and non-pedagogical personnel. Trains staff for field activities. Visits districts and schools to meet with superintendents, supervisors and principals. Designs activities to be carried out in the field. Is responsible for all instructional and staff development activities.

2) Resource Specialists	Coordinate the program's operation at each site. Conduct workshops and other in-service training for teacher and para-professionals. Take charge of acquiring, coordinating resources and materials. There were five positions written for resource specialist. Two positions were filled (by one Spanish and French speaker), while the Greek and Italian resource specialists were identified late in the year and could not effectively be placed on-site.
3) Bilingual Teacher in School and Community Relations	Coordinates/ provides parental involvement activities for all project sites. Collaborates with parental committees, community school district representatives, principals, and the resource specialists (when appropriate). The person identified for this position is bilingual in Spanish and English.
4) Educational Assistants	Assist and facilitate the instructional process. Work in close cooperation with the bilingual teachers and resource specialist. The project placed one educational assistant in District 17 and another in District 30, serving Haitian and Greek Students, Respectively.

5) School/Neighborhood Worker	Assists the bilingual teacher in school/Community relations.
6) Secretaries (2)	Assist in generation and production of materials and correspondence.

The Implementation of the Program

As 1979-1980 was the first year of the program, implementation was the major focus of staff activity. The full functioning of the program was delayed due to multiple factors, including the late receipt of funding and problems of identifying appropriate staff (as in the case of the resource teachers). The position of project director was unexpectedly vacated, and the present director was not appointed until April of 1980. As a result, most program implementation took place after that date.

After being appointed, the staff moved to establish contact with the school district offices and bilingual supervisors. Staff members of the Native Language Reading Approach Program met with district superintendents of Community School Districts 28 and 30. In addition, coordination meetings were held with bilingual supervisors of Districts 6, 17, 28 and 30. Project staff also met with the principals of participating schools. A sample agenda of such meeting is attached as Appendix A. Meetings were held with bilingual staff members at three schools--P.S. 189M, P.S. 189K and P.S. 166Q.

The meetings with bilingual staff members were introductory in nature. Native Language Reading Approach Program staff representatives explained the nature of the program and the services to be offered. The agendas from two staff meetings at P.S. 189M and P.S. 189K appear as Appendix B.

The resource specialist serving students of French/Creole backgrounds visited the teaching staff on site (P.S. 189K), and searched the publishing companies in an effort to identify curriculum materials in French and Haitian Creole. A list of materials was then circulated to the teachers participating in the project. An outgrowth of this concern about curriculum and materials resulted in the formation of a committee, with representatives from the Office of Bilingual Education of the New York City Public Schools and the New York State Education Department.

A needs assessment was conducted during meetings with school staff members to ascertain those areas in which teachers felt they needed assistance. Chart I presents a sample tally sheet, indicating the responses of teachers at one site to the questionnaire. At this site, staff memebers emphasized a desire for materials dealing with incorporating culture into the reading program, for techniques of keeping records of reading skills development, and techniques for individualizing instruction in reading skills. Generally, most teachers and paraprofessionals expressed a need for materials rather than for workshops. In Part II of the questionnaire, they requested materals in many areas, particularly in the categories "expansion of oral language" and "using graphic representation." The results of the needs assessment conducted at P.S. 189M were shared with the school administration at the site.

Table II presents in summary form the implementation of the program during 1979-1980 including the sites served, the overall services to bilingual students at each, the main activities and program personnel and the frequency of central staff contact with the sites.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
66 Court Street, Brooklyn, N.Y. 11201 - Room 908
Telephones 596-8366 - 596-8367

Evilda Ort
Director

Lisandro García-Marchi
Project Director

CHART I

Assessment of Needs Form

Tally Sheet

Developed by: Jean Previllon
Resource Specialist
French and Haitian Creole

School: _____ Date: _____

District: _____

Level: (Check one.) K-3 _____, 4-6 _____

I. In which areas would you like to receive materials and/or attend workshops?

Please check the appropriate column. (M = materials, W = workshops).

	M	W	
A.	4	3	Diagnostic techniques for assessment of language dominance and level.
B.	3	—	Grouping for reading instruction
C.	6	2	Techniques for individualization of reading skills development
D.	6	2	Record keeping techniques of reading skills development
E.	2	1	Selection of appropriate materials
F.	3	2	Adaptations of existing materials to meet identified needs.
G.	4	—	Structuring the reading and Language Arts program
H.	3	4	Various approaches to reading instruction
I.	4	1	Techniques to relate reading to daily life experiences
J.	2	1	Developing reading in the content areas
K.	6	6	Incorporating culture in the reading program
L.	3	1	Evaluating students' progress in reading
M.	—	2	Working efficiently with educational assistants and student teachers in the reading program

	M	W	
N.	2	2	Involving parents in the reading program
O.	1	—	Lesson planning
P.	1	—	Child development theories
Q.	4	1	Bilingual multi-cultural education
R.	1	1	Classroom organization and management
S.	4	3	Development of multi-medial instructional materials

II. In which areas are materials most needed? Please check the appropriate level.

	K-3	4-6	
A.	5	2	Expansion of oral language
B.	2	2	Building reading vocabulary
C.	2	3	Getting the main idea
D.	1	2	Finding and relating details
E.	1	2	Determining sequence
F.	2	3	Drawing inferences and predicting outcomes
G.	2	3	Critical thinking
H.	2	2	Following directions
I.	2	3	Locating information
J.	—	1	Recalling and evaluation of information
K.	2	3	Organizing information
L.	4	3	Using graphic representation

TABLE II

Program Implementation in Three Districts, 1979-1980

Name of Site	Address	Overall Bilingual Services at Site	Central Program Component(s) at Site	Program Personnel at Site?	Frequency of Central Staff Visits/Contract	Population Served* (Number, Description)
P.S.189M	2580 Amsterdam Avenue New York, N. Y. 10040	This school has a regular bilingual program from first through sixth grades. In addition they have a Bilingual Education Through the Arts program from grades 1 through 5.	Reading in Spanish	Teachers work with the program, but aren't paid by it.	At least twice a week.	Identified 6 classrooms, average 30 students each.
P.S.150Q	33-09 35th Avenue, Long Island City, N.Y. 11106	The school has a bilingual program for Spanish speaking and Greek speaking students.	Reading in Greek	One para was program-paid.	Once a week	Two classes, average 30 each
P.S.189K	1100 East New York Avenue, Brooklyn, N. Y. 11212	The school has a bilingual program for Spanish speaking and French/Haitian Creole speaking students. It is a full bilingual school from grades 1st through 7th.	Reading in French and Haitian Creole		At least three times a week.	Five classrooms average 30 each

*See the descriptions of the site populations, page 2.

The Instructional Approach

The Native Language Reading Approach Program takes into consideration the needs of individual students and classroom groups in the area of reading the vernacular. Students are assessed and each class is treated according to assessed needs. Stress is placed on developing reading skills in the content areas and on the development of writing skills, as well as on comprehension of the materials read. Materials development and inservice training follow the normal sequence of skills development the native language, focusing first on readiness skills.

While mainstreaming is a stated goal of the program, all participating students new to the program. As a result, they were still receiving ESL instruction and received content area instruction as designed by the school and/or district.

Materials Development and Dissemination

One of the objectives of the Native Language Reading Approach Program is the creation, acquisition and dissemination of materials and curricula to participating sites. The scarcity of materials is particularly acute for those schools serving the smaller language groups, for whom few, if any commercial materials are available.

Native Language Reading Approach Program staff members reviewed and purchased available materials in French and Haitian/Creole and brought them to the STAR (Satellite Technical Assistance Resource) Center which was organized by the Regional Bilingual Training Resource Center and is located in the same site in District 17. The program arranged to have a corner in the STAR Center for its materials. The materials were available to be examined and borrowed by the teaching staff at P.S. 189K. A list of desired materials

was developed with help of school staff members and the program resource specialist offered help in ordering new materials. A committee of Haitian educators was established to coordinate efforts in serving the Haitian community, including representatives from the program, the Office of Bilingual Education of the New York City Public Schools and the State Education Department. An effort was also made to seek additional funding to develop materials in French and Haitian/Creole.

The program made use of and disseminated materials already produced by the participating districts, and also collaborated with the Regional Bilingual Training Resource Center of the New York City Board of Education as well as the STAR Center.

The program proposed to develop reading manuals and modules for teaching reading in each of the target languages. A series of topics was developed by the project director, two of the resource specialists, and one teacher in school and community relations to serve as a framework for future activities and materials development.

The project also set aside resources to be used during the summer of 1980 for per session personnel to develop minimum teaching essentials for native language arts.

Materials actually completed during the school year included Recetas Para La Lectura en el Hogar (Recipes for Reading in the Home), distributed to Hispanic parents in a workshop. Also developed were materials for teachers, Etapas en el Desarrollo de la Lectura (Steps in the Development of Reading) and Algunas Destrezas Basicas (Some Basic Skills), as well as needs and materials assessment questionnaires. Some materials were also purchased for distribution to parents at P.S. 189K and P.S. 189M.

Staff Development

Staff development activities included in-service training, college courses and management training at the Office of Bilingual Education of the New York City Public Schools.

The training approach included the administraion of a needs assessment questionnaire to participating Spanish and French and Haitian/Creole speaking teachers. The results were tallied (see Program Implementation) and workshops were planned in response. The follow-up activities included workshops and conferences, and are described below.

On-site activities included workshops for teachers at the particular sites. At P.S. 189M a workshop in reading readiness skills was attended by 10 teachers and 5 paraprofessionals. Materials were demonstrated and distributed for use. Collective workshops were held for teachers of Haitian children at P.S. 189K to introduce the program, conduct a needs assessment, and to disseminate materials. The French and Haitian/Creole speaking resource specialist also conducted demonstration lessons in teaching Haitian culture through reading.

Many individual conferences were held at the participating sites. Program staff members met individually with all teachers who had been identified as particpants. At P.S. 166Q, Native Language Reading Approach Program staff conducted introductory meetings. At P.S. 189M, the meetings focused on the individualization of instruction, and at P.S. 189K, diagnosis and identification of reading problems were the topic of the individual staff conferences.

Title VII funded paraprofessionals received training through individual conferences with the project director and resource specialists.

University Courses were taken by two of the central personnel at local colleges, including the City University and Fordham. The courses included Administration and Supervision and Library Science.

Parental Involvement

The Native Language Reading Approach Program has as one of its major concerns the involvement of the parents of linguistic minority children in the education of their children. To achieve this objective, the program planned to offer parent/community workshops during or after school hours. Parents were to be invited to attend the program's in-service workshops as well as to participate in trips and other cultural activities.

Under the coordination of the bilingual teacher in school and community relations, letters were sent out to parents decribing the program. A parent advisory council was formed by parent representatives from each district, and met centrally. To better assess the availability of community resources, a form was developed to gather information on community facilities and services (see Appendix C).

Following up on the introductory letter, a parents' meeting was held at P.S. 189M which was attended by 48 people (the agenda is attached as Appendix D). A parents' assessment form was administered and tallied to determine areas of interest for future workshop topics. A copy of the tally appears as Chart II. As may be seen from the chart, some major areas of interest were "Enrichment of Spanish," "What is Bilingual Education?" and "Bilingual services available in Special Education."

The outcomes of the parent needs assessment were also shared with the principal. Following the analysis of the outcomes, the resource specialist and bilingual teacher in school and community relations held another workshop

(at P.S. 189M) on how parents could assist students in learning to read at home (see agenda and list of participants, Appendix E). Parent participants were asked to complete an evaluation of the workshop, adding their comments. The tally of parents' responses is presented in Chart III. Overwhelmingly, the parents gave the workshop a positive evaluation. While not implemented at all participating schools during 1979-80, the Native Language Reading Program staff planning to conduct similar activities for all language groups during the 1980-81 school year.

The program is in the process of developing materials which will be distributed to parents on such topics as how to instruct children in reading at home. Some books were purchased for parents on reading in Spanish, and were distributed at the last meeting held at P.S. 189M.

Program personnel did note several factors which affect the participation of parents in the program. These include the fact that many parents work during school hours and cannot attend meetings, and that the responsibility of caring for younger children keeps many mothers at home.

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Avilda Orta
Director

Lisandro Garcia-Marchi
Project Director

CHART II

Questionnaire on areas of interest for parents

of topic.

We will be giving orientation to parents on different topics. Please check those areas in which you would like more information.

11 1. What is Bilingual Education?

4 2. ASPIRA Consent Decre

10 3. Bilingual services available in Epecial Education

6 4. Bilingual Programs for the gifted

3 5. Physical and psychological stages of the adolescent

12 6. Enrichment of Spanish

7 7. Prevention of the use and abuse of drugs

8 8. Home experiences to prepare the child for reading

1 9. How to help the child with reading at home

2 10. Educational books for use at home

6 11. How to use the resources of the library

12. How to use the resources of the community

9 13. Discipline at home and at school

5 14. Use of television at home

15. Educational games at home

4 16. Use of folk tales and legends in language development

5 17. Interpretation of report cards

18. Interpretation of tests

19. Nutrition

3 20. Punishment of children

___ 21. How to help the child with homework

___ 22. Relations between parents and teachers

___ 23. Choosing the right school

___ 24. Sex education

Suggestions and comments: (Samples from total responses)

1. That this program be a benefit to children and parents.
2. If it is possible I would like to attend every meeting. I would not like to miss any. I am very grateful.
3. I suggest that good students with good grades also receive special help. This help them have greater interest in learning.
4. I would like to have more clear ideas about the areas of interest listed.
5. I believe that the topics mentioned can be an important guide to all children in their home. I think it is useful in the community.
6. For me all the questions are of vital importance for the guidance of our children.
7. I hope that this program that we need so much is functioning next year and is not forgotten.

CHART III

Tally of Parents' Evaluation

of a Workshop on Reading

Isolda Orta
Director

Lisandro García-Harci
Project Director

HOJA DE EVALUACION

TEMA: Cómo ayudar al niño con la lectura en el hogar

FECHA: 19 de junio de 1980

LUGAR: P.S. 189M

HORA: 8:30 a.m.

Por favor tómese unos minutos para evaluar este taller. La información nos ayudará para planificar futuros talleres. Le agradeceremos sus comentarios y sugerencias.

Para evaluar el taller haga una X en el encasillado a la derecha que usted considere apropiado.

Categorías	1 Pobre	2 Regular	3 Bueno	4 Excelente
1. Organización del taller.			8	6
2. Claridad con que se presentaron las actividades.			7	8
3. Utilidad de la información ofrecida.			5	9
4. La utilidad que tuvo este taller para usted.			5	8
5. El tiempo que se dedicó para la discusión de preguntas fue ...		4	4	3
6. Comentarios y sugerencias sobre el taller o la demostración.				

Comentarios:

Gracias.

- muy importante, instructivo y de mucha utilidad para los niños y nosotros los padres
- El taller y la demostración es bueno para los padres y los niños
- Me gustó mucho porque hay mucha cosa que he aprendido

VI-HLRAP
- Regular
- Regular
- Nos hubiese gustado otro taller antes de terminar el año, pero es tarde, gracias, sigan adelante.
- Bueno
- Es muy interesante e instructivo
- todo de acuerdo

Other Activities

The Native Language Reading Approach Program staff has offered assistance to districts, and has contributed as participants in a variety of workshops and conferences. Staff members also provided service to District 6 by participating as contributors to the district's Annual Bilingual Education Conference. The project director and the resource specialist (Spanish) gave a workshop for parents entitled "Su Niño Y La Lectura" (Reading and Your Child).

At the First Hispanic Parents' Conference for Education, program staff members conducted two workshops, "School-Based Adult Education Programs" and "Pre-Reading Activities". Another workshop presentation, "Strategies to Improve Teachers' Linguistic Abilities," was given at Fordham University, at a conference sponsored by the university and the New York State Association for Bilingual Education. A presentation was also made on "Teacher Expectations and Students' Classroom Performance" in District 4. Finally, the program staff constituted half the coordinating committee of the New York City Public Schools' Spanish Spelling Bee.

Conclusions

The organization of a program serving students across schools and districts has both advantages and disadvantages. On the one hand, such programs reach out to more districts and offer resources to a greater variety of communities than would otherwise be served. As a result, more students may benefit.

On the other, program implementation is more time consuming and more demanding of the energies of project staff. Coordination and articulation across the sites remain a major staff responsibility, a necessary commitment which at the same time may take the project director and others away from serving the program participants more directly. Also problematic is the amount and structure of the funding received. The range of needs across the sites is great, and sometimes the amount of money granted is not enough to fully meet the needs felt by all sites. Often, the salaries specified in the proposal are inappropriate for qualified staff members, making identification and hiring of staff difficult. Services may not be fully provided in some instances for this reason.

Given the short period of time which was available when the project director assumed the responsibility of implementing the program, great efforts were made to identify and place staff members, to disseminate the program to district and school administrators and staff, to identify, create and disseminate relevant materials for participating teachers and parents.

Given the late implementation of the program, however, the testing component could not be carried out as proposed. As staff members were not in place in the Fall due to problems of identification of staff and the late receipt of funding, students could not be meaningfully pre-tested.

For similar reasons, since a full year of instruction could not be provided, any student outcomes would be of questionable meaningfulness, and not clearly attributable to the program.

Recommendations

In light of the preceding discussion, it is recommended that the program move to identify and place staff members as proposed, and in timely fashion. This is fundamental and vital to the success of the program.

It is hoped that the early placement of staff will facilitate carrying out the student testing program as proposed.

School administrators, teaching personnel and parents have received the program as one offering needed services. Full implementation of the program should be a contribution to the educational experiences of teachers, students, and parents in the districts served.

Appendices

Appendix A

aff Meeting

Sample Agenda

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
66 Court Street, Brooklyn, N.Y. 11201 - Room 908
Telephones 596-8366 - 596-8367

Nwilda Orta
Director

Lisandro García-Marchi
Project Director

Meeting with Mr. Melvin Reiss,
Principal, P.S. 166Q

RE: The Native Language Reading
Approach Program

DATE: May 12, 1980

TIME: 9:30 a.m.

PLACE: Public School 166Q
33-09 35th Avenue
Long Island City 11106

AGENDA

1. Introductions

2. Status of The Native Language Reading Approach Program as of April 1, 1980

3. Program components

   a. Administration
   b. Language Components
   c. Parental Involvement
   d. Staff Development

4. Identification of participating sites and teachers

5. Services to be provided

   a. Projection of activities until June 30th, 1980

6. Coordination with the district's Office of Bilingual Education and the participating schools

7. Open (additional items for discussion)

Appendix B

Staff Meetings

P.S. 189M and P.S. 189K

Sample Agendas

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
66 Court Street, Brooklyn, N.Y. 11201 - Room 908
Telephones 596-8366 - 596-8367

Avilda Orta
Director

Lisandro García-Marchi
Project Director

Meeting with Educators of
Bilingual Program at P.S. 189 - D-6

RE: The Native Language Reading Approach Program

DATE: May 22, 1980

TIME: _____ (Lunch, Preparation)

PLACE: Public School 189
2580 Amsterdam Ave.
New York, N.Y. 10040

AGENDA

1. Introduction (Attendance)

2. The Native Language Reading Approach Program: Program Description

   a. Services to be offered

   b. Nature of collaboration with P.S. 189M

3. Assessment of needs and future services to be offered

4. Open (additional items for discussion

OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
66 Court Street, Brooklyn, N.Y. 11201 - Room 905
Telephones 596-8366 - 596-8367

Zoilda Orta
Director

Lisandro García-Marchi
Project Director

Meeting with Educators of French and Haitian Creole Speaking Students of P.S. 189K

RE: Presentation of Instructional Materials

DATE: May 21, 1980

TIME: _____(Lunch, Preparation)

PLACE: Public School 189K
1100 East New York Ave.
Brooklyn, N.Y. 11212

AGENDA

1. Purpose of the presentation
2. Synthesis of the methodology of "La Méthode Dynamique"
3. Possibilities of borrowing reference materials
4. Hands on examination of materials
5. Open (additional items for discussion)

Appendix C

Community Resources

Assessment Form

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
66 Court Street, Brooklyn, N.Y. 11201 Room 908
Telephones 596-8366- 596-8367

Awilda Orta
Director

Lisandro Garcia-Marchi
Project Director

COMMUNITY FACILITIES AND SERVICES

Community School District	School	Public Library	Community Centers	Health Center	Park & Play Yards	Museums	Church	Historical Sites	Boy's Club	Community Workshops	Book Stores
6M	PS 184	179 St & St. Nicholas			in front of school swimming pool open in summer						

Developed by:
Carmen Gloria Burgos
Bilingual Teacher in School and Community Relations

Appendix D

Parents' Meeting Agenda

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
131 Livingston Street, Room 511, Brooklyn, N.Y. 11201

Awilda Orta
Director

Lisandro García-Marchi
Project Director

Reunión de padres - Escuela pública 189

Hora: 8:45 a.m. 2 de junio de 1980

AGENDA

1. Saludos

2. Introducción del Programa de lectura en español

3. Servicios que ofrece el programa a:

   a. Maestros

   b. Estudiantes

   c. Padres

4. Identificación de las áreas de interés para los padres

   a. Explicación del cuestionario

5. Tiempo para preguntas y respuestas

Appendix E

Parent Workshop

Agenda and Participants

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
131 Livingston St., Rm. 511, Brooklyn, N.Y. 11201

Anilda Orta
Director

Lisandro García-Marchi
Project Director

Taller para padres del programa bilingue de la Escuela Pública 189M en el Distrito Escolar #6

FECHA: 19 de junio de 1980

LUGAR: Comedor escolar

HORA: 8:30 a.m.

Conducida por: Carmen Gloria Burgos
Maestra Bilingue en Relaciones entre la Escuela y la Comunidad

Edda Rabell
Especialista Recurso de español

AGENDA

I. Introducción

II. Filmina: El papel de los padres

Observación y discusión

III. El papel de los padres en el proceso de la lectura

Manual - La lectura en el hogar

Discusión y análisis

IV. Distribución de materiales

V. Resumen y evaluación

OFFICE OF BILINGUAL EDUCATION

NATIVE LANGUAGE READING APPROACH PROGRAM
131 Livingston Street, Room 511, Brooklyn, N.Y. 11201

Lucille Orta
Director

Lisandro García-Marchi
Project Director

Reunión de padres - Escuela Pública 189

Asistencia

Fecha: 19 de junio de 1980

1. Carolina Dominguez
2. Diana Hernandez
3. Reina Cartagena
4. Ana Superon
5. Lidia Bordon
6. Georgina Lopez
7. Altagracia Valdez
8. Miriam Gonzalez
9. Ada Caminero
10. Ana Caballero
11. Antonia Rodriguez Fernandez
12. Geronima Valdez
13. Rosa Sedas
14. Josefina Hernandez
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